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AUTHOR Bobbitt, J. Frank; Booth, Jim
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ABSTRACT

The job readiness workshop was designed to offer participants improved methods of finding employment. The manual is intended to be used with small groups of unemployed or underemployed individuals in a workshop setting. The workshop's materials are designed as a resource unit, not as a teaching plan. The attempt has been to present desirable objectives, possible leading statements and approaches for the leader, key questions, suggested participant activities, and concerns and problems that participants often have during the job seeking process. The program is made up of eight units best suited for a single all-day meeting. Each unit contains suggested activities developed to increase individual involvement in the learning process. The format is designed to help determine problems, questions, and concerns of participants and then allow for group discussion that will lead to solution of these problems. Units deal with participants' self-evaluation of occupational abilities and liabilities, developing job expectations, completing resumes, discovering jobs in the local area, completing applications, and developing interviewing techniques. Materials for use with each unit are appended. (Author/LJ)

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CENTER FOR RURAL MANPOWER & PUBLIC AFFAIRS

CRAPA

SPECIAL PAPER NO. 20

MAY 1974

JOB READINESS WORKSHOP

A Resource Manual For Instructing Adult Job Seekers In the Job Search Process

Frank Bobbitt

Secondary Education and Curriculum
College of Education

Jim Booth

Department of Agricultural Economics
College of Agriculture and Natural Resources

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48823

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INSTRUCTIONS

The Job Readiness Workshop has been designed to help participants discover improved methods of becoming employed. This manual is intended to be used with small groups of unemployed or underemployed individuals in a workshop setting.

Since the purpose of this workshop is to teach skills needed for successfully carrying out the job search process, participants should be selected from those who have some interest in obtaining a job. Although participants are usually more motivated to look for work when they learn new techniques to use in obtaining employment, groups of persons not interested in finding jobs probably will not respond. The program attempts to be forthright and honest about individuals' problems and the improvements that can be made to improve chances of obtaining employment.

These workshop materials are designed as a resource unit, not as a teaching plan. The attempt has been to present some desirable objectives, some possible leading statements and approaches for the leader, some key questions, some suggested participant activities, and some concerns and problems that participants often have. The workshop resource manual has not been designed to be used in a linear fashion. Workshop leaders should examine the manual for ideas, then develop strategies for accomplishing these goals. Each workshop leader will want to include more unique objectives, and to develop with the participants individual questions and local concerns. The participant activities offered should be styled to the leader, and interspersed throughout the discussion.

The program is made up of eight units, some of which can be covered very rapidly. A lunch break just before the Job Availability section has proven effective as participants will come back interested to begin this area in the afternoon.

Each unit contains suggested participant activities developed to increase individual involvement in the learning process. The format is designed to help determine problems, questions, and concerns of participants and then allow for group discussion that will lead to solution of these problems. Sharing is important; the group dynamics may be the source of the greatest gains.

The workshop has been piloted several times with major success in getting unemployed individuals either into work, or into training that will lead to work. It has been our observation that people who have been unsuccessful in obtaining employment for as long as two years have experienced renewed excitement about their prospects after becoming acquainted with what is involved in a proper job search program. I would hasten to caution that this enthusiasm can be maintained only by follow-up work with participants. Continued contact and counseling of workshop participants is essential.

The workshop is best suited for a single all-day meeting.

Suggested Program For A Job Readiness Workshop

Introduction of Participants to Workshop	20 minutes
Participants' Self-Evaluation of Their Occupational Abilities and Liabilities	40 minutes
Developing Job Expectations of Participants	40 minutes
Completing Resumés	50 minutes
(Lunch Break)	
Discovering Jobs in the Local Area - Job Availability	50 minutes
Completing Applications	50 minutes
Developing Interviewing Techniques	50 minutes
Summary	15 minutes

The early development of this workshop manual was greatly facilitated by the work of Mr. L. Charles Mulholland and Mr. David Houston of the Center for Rural Manpower and Public Affairs, and Mr. Duane Pitts of the Michigan Department of Vocational Rehabilitation Services. Mr. Roy Spangler, Extension Manpower Agent, also played an important part in the pilot tests of this program.

Frank J. Bobbitt

I. INTRODUCTION OF PARTICIPANTS TO THE WORKSHOP

A. Objectives

1. Introduce persons present.

2. Discuss purposes of the workshop.

B. Approach

1. Introduce yourself and have any resource people present introduce themselves and tell where they are from. Give your name and general title. Place name card before you. Display first name only. (Try to play down any title, e.g., Dr., Prof., Mr. or Mrs.)

2. Have each participant give name, place of residence, and something about a previous work experience (to help others identify the participant).

3. Distribute name cards. Have his name written (first name only) on both sides of card and placed before each person.

4. Try and put group at ease; establish an informal atmosphere by:

   a. Suggesting informality, say in effect:
   "Feel free to move around."
   "Coffee or punch is available."
   "Smoke if you wish" (if appropriate for the room; ask individuals if smoke is a problem).
   "This is not a class."
   "No rating or grading is done."

   b. Setting an informal tone yourself by:
   Being at ease.
   Using conversational tone.
   Moving about freely, not restlessly.

   c. Being direct and earnest.

C. Suggested activities

1. HAVE EACH PARTICIPANT WRITE ON A PAGE INDICATING:

   a. Examples of jobs you have had.
   b. What kind of work do you want to do?
   c. What kind of work can you do?
   d. What must the job offer you before you would take employment?

      (1) Salary.
      (2) Distance from home.
      (3) Working conditions.
      (4) Time of work.

   The leader should collect the forms and become familiar with participants' needs.

D. Anticipated questions, concerns, and problems of participants

1. WHY ARE YOU AT THIS WORKSHOP?

   a. Get a job.
   b. Get a better job.
   c. Hard to get a job so you can use some help.
   d. Increase your competence in getting jobs.

2. WHY IS A WORKSHOP LIKE THIS NEEDED?

   a. In order to sell any product, certain techniques are useful to market the product. The product here is the participants' services.

   b. We hope to help you:

      1. Expand your knowledge of yourself and your capabilities.
      2. Expand your knowledge of possible employment opportunities.
      3. Expand your knowledge of techniques for obtaining and holding employment.

   c. Provide a workshop experience that will help gain skills to sell yourself.

3. HOW WILL THE WORKSHOP BE RUN?

   As the title implies, this is a workshop; collectively we will develop a series of suggestions that can be used to enable you to find employment. THIS IS NOT A PROGRAM WHERE YOU WILL BE SPOON-FED A BUNCH OF CRAP! IF WE ARE TO BE SUCCESSFUL, YOU MUST PARTICIPATE. YOU MUST HELP EACH OTHER.

4. WHAT CAN I, AS A PARTICIPANT, EXPECT TO DO IN THE WORKSHOP?

   a. Talk; ask questions.
   b. Fill out forms.
   c. Work in small groups.
   d. Share experiences and information.

5. WHAT SKILLS AND INFORMATION DO YOU WANT TO LEARN FROM THE WORKSHOP?

   a. Where to find a job.
   b. How to get the job.
   c. How to fill out an application.
   d. How to get through an interview.
   e. How to present yourself in the most favorable manner.

6. WHAT ARE ADDITIONAL QUESTIONS, PROBLEMS, OR CONCERNS YOU MAY HAVE?

II. PARTICIPANTS' SELF-EVALUATION OF THEIR OCCUPATIONAL ABILITIES AND LIABILITIES

A. Objective

To help an individual become aware of his abilities and liabilities as they relate to the particular demand of the kind of job he is seeking.

B. Approach

If a salesman is to sell his product, he must know that product better than anyone else. Thus, if you expect to sell your services in the work place, you must know yourself and your capabilities and disabilities better than anyone else.

C. Participant activities

1. In order to help a person gain this awareness of his/her abilities and liabilities, two questionnaires have been developed. One of the questionnaires (see Appendix I) is a Personal Inventory of factors on which an individual can privately "rate" his/her own education, training or skills, and abilities, and his/her liabilities. The questionnaire requests that the individual establish a job choice. The second questionnaire--Job Requirements, Appendix II--uses the same format; however, the questions are related to an individual's perception of the particular demands, qualifications, or characteristics required by the type of employment he/she is interested in.

2. In order to show the importance of the questionnaire exercises, it is recommended the leader use an example to illustrate its usefulness before participants work on their inventories. On a blackboard an inventory profile using the same questions from the exercise can be portrayed. Eliciting sample characteristics for each section from group members would be appropriate. Each question can be discussed as to its importance and the relationship of an individual's self-profile as it relates to his job awareness should be made clear.

3. After the example has been discussed, the Personal Inventory should be completed by each individual. The individual conducting the exercise may want to read through the questions and have the answers filled in by participants.

4. The questionnaire will point out an individual's strengths and weaknesses as they relate to his ability to gain employment. Any participant's questions should be discussed with emphasis on getting reactions from other group members regarding these questions. The leader should point out the importance of the job choice made; that prior to an interview, the individual should be able to describe the requirements of the particular job he/she is seeking. Reference can be made to the example discussed earlier.

5. The Job Requirements questionnaires should be completed and group discussion held. The leader should ask each individual to compare the two questionnaires, identify problem areas, and determine if an inappropriate job choice exists. Personal assistance to individuals from the group or the leader may be used at this point.

D. Anticipated questions, concerns, and problems of participants

1. WHY SHOULD I EVALUATE MYSELF?

   a. The most important step in deciding about a job is knowing yourself. Who are you? What do you want for yourself?

   b. You must know what you have to offer. Why would anyone want to hire you? How are you different from others looking for a job? Remember, to sell a product, you must know the product. In this case, the product is you.

2. HOW CAN I EVALUATE MYSELF?

   a. By filling out a Personal Inventory (Appendix I) and a Job Requirements Inventory (Appendix II).

3. WHY SHOULD I FILL OUT THE INVENTORIES?

   a. To help understand yourself.

   b. To help determine whether or not your job occupational aspirations or desires are in line with your training and abilities.

   c. To help identify those areas that you must improve in order to compete in the labor market you desire.

4. WHAT WILL THE PERSONAL INVENTORY SHOW ME?

   a. It will point out your strengths and weaknesses as they relate to your ability to gain employment.

5. WHAT WILL THE JOB REQUIREMENTS INVENTORY SHOW ME?

   a. By comparing the Personal Inventory form with the Job Requirements form, the appropriateness of job selection can be assessed.

   b. If the assets are in line with job choice, reasons for extended unemployment may lie in application, resumé or interview process.

6. WHAT ADDITIONAL QUESTIONS, PROBLEMS, AND CONCERNS SHOULD BE ANSWERED?

III. DEVELOPING PARTICIPANTS' JOB EXPECTATIONS

A. Objective

To develop an understanding of what to expect on a job.

B. Approach

Each one of us make decisions in our lives about the jobs we have, jobs we look for, and jobs we want. It is important for our personal welfare and for our families that we are fitted to the right jobs. Being fitted to the right job can be the difference between success and failure, happiness, and disappointment.

C. Participant activities

1. Have the participants develop their list of job expectations.

2. Have participants discuss realistic job expectations with local employers.

D. Anticipated questions, concerns, and problems of participants

1. WHAT DO YOU MEAN BY YOUR JOB EXPECTATION?

   a. What you anticipate the job would provide you.

2. WHAT ARE SOME AREAS THAT SHOULD BE CONSIDERED WHEN DISCUSSING YOUR JOB EXPECTATIONS?

   a. Type of work activities.
   b. Time of work.
   c. Distance to work.
   d. Wages.
   e. Fringe benefits.
   f. Promotions.
   g. Relationship with supervisors and managers.
   h. Relationship to other workers.
   i. Work satisfaction.
   j. Personal appearance.
   k. Union membership.
   l. Probation period.
   m. On-the-job learning required.
   n. Reassignment.
   o. Layoffs.
   p. Overtime.
   q. Physical stress at new routines, i.e., sore muscles, being on your feet, etc.

3. WHAT ARE REALISTIC EXPECTATIONS FOR THE JOBS THAT HAVE BEEN IDENTIFIED?

   a. Interact with the group to determine what they feel are realistic expectations for jobs they've identified for their skills and abilities. The program leader should know what is realistic for the area and help the group toward understanding.

4. WHAT ARE ADDITIONAL QUESTIONS, PROBLEMS, AND CONCERNS THAT NEED TO BE DISCUSSED?

IV. COMPLETING RESUMÉS

A. Objective

To develop the ability to prepare and use resumés.

B. Approach

When applying for a job, the applicant who can present information about himself in the most complete and intelligent manner is often in a more competitive position than those less organized. For examp many of you may not have been taking advantage of your work experien How do you communicate this experience to your interviewer?

C. Participant activities

1. Have each participant complete a personal resumé.

2. Have the resumés typed and copies made for participants to use when searching for a job.

D. Anticipated questions, concerns, and problems of participants

1. HOW CAN I INSURE THAT I CAN PRESENT APPROPRIATE INFORMATION WHEN APPLYING FOR A JOB?

   a. Develop a written resumé to take to the interview.

2. WHAT IS A RESUMÉ?

   a. A resumé is a short account of a person's career and qualifi cations prepared by the applicant. It contains:

      1. Personal data.
      2. Job title.
      3. Educational experience.
      4. Occupational experience.
      5. Equipment you operate.
      6. References.

3. WHEN DO YOU USE A RESUMÉ?

   a. Typically, a resumé is used in the absence of an application. Many times it is used through written communication; that is, when applying for a position from newspaper ads, etc.

   b. Some jobs do not require a resumé, but it is a good idea to prepare one before the interview. It will help you get your facts accurate and in order. Many a job has been lost becaus the application was not complete due to faulty memory concern ing dates of previous employment, names of companies and references. Personnel managers are deceived so often that any mistake, or omission, however innocent it may be, may rouse their suspicion.

4. WHAT DOES A COMPLETED RESUMÉ LOOK LIKE?

   a. Hand out Appendix III.

5. WHAT DOES A RESUMÉ INCLUDE?

   a. Hand out Appendix IV.

   b. Discuss:

      1. Personal data.
      2. Job title.
      3. Educational experience. Include apprenticeships, on-the-job training, and other kinds of education in which you have participated.
      4. Occupational experience.
      5. Equipment you operate.
      6. References. Include persons who knew you well on your previous job. Friends or relatives who know little about what you can do in a shop or office do not help your case. Reference persons should be told you are going to use their name.

6. WHAT POINTS SHOULD BE REMEMBERED WHEN COMPLETING A RESUMÉ?

   a. Neatness counts -- a resumé should be typed or printed. Employers look questionably at a resumé that is sloppy, no matter how impressive the content. Remember: A man who makes a sloppy resumé is believed to be a sloppy worker.

   b. Be sure to indicate the job title you are seeking.

7. WHAT ADDITIONAL QUESTIONS, PROBLEMS, AND CONCERNS OF PARTICIPANTS NEED TO BE DISCUSSED?

V. DISCOVERING JOBS IN THE LOCAL AREA

A. Objectives

1. To determine the available jobs in the local labor market area.
2. To identify employers in the community who hire frequently.
3. To identify sources of information about job openings.

B. Approach

Distribute a map of the local labor market to each participant. Lead participants in a discussion identifying available jobs and employers who often hire additional employees. Have participants locate possible job sites on a map of the local labor market. Let them share their knowledge of the job market; they have much knowledge. (Note: The leader of this section must be thoroughly familiar with the local labor situation to do an effective job. A resource person may be of great assistance as the total job market is more information than one individual "knows". Representatives from MESC, Chamber of Commerce, or local employers may be good resource people.)

C. Suggested activities

1. Have participants identify industries or jobs in which they are interested after the list of available jobs has been developed.
2. Have the participants identify on a map (that each can take with him) where jobs may be available so they can find the place after the workshop.

D. Anticipated questions, concerns, and problems of participants

1. ARE THERE JOBS AVAILABLE IN THE LOCAL AREA?
   a. Ask the group if they know of any job openings in the area.
   b. Develop a list of jobs that may be available.
2. WHO ARE THE EMPLOYERS WHO ARE MOST LIKELY TO HIRE IN THE LOCAL AREA?
   a. Develop a list of employers who often hire workers. Use both participants and resource people to compile this list during the session.
   b. Discuss the type of employment that takes place at the identified work sites.
3. HOW FAR ARE AVAILABLE JOBS FROM THE PARTICIPANT'S HOME?
   a. Locate the possible jobs on a map of the labor market area that has been distributed to each person. Participants will then have a reference to job sites plus being able to evaluate the distance that must be traveled to obtain work.

4. WHAT ARE THE POSSIBLE AREAS THAT NEED TO BE GIVEN SPECIAL ATTENTION WHEN TRYING TO IDENTIFY JOBS?

   a. Farming.
   b. Business.
   c. Industry.
   d. Retailing.
   e. Government.

5. WHERE CAN YOU GET JOB INFORMATION ABOUT EACH TYPE OF EMPLOYER?

   a. Employment service.
   b. Want ads.
   c. Other employers.
   d. Signs in windows.
   e. Friends, relatives, neighbors, ministers.
   f. People working in that occupation.

6. WHAT ARE ADDITIONAL QUESTIONS, PROBLEMS, AND CONCERNS THAT NEED TO BE DISCUSSED?

VI. COMPLETING APPLICATIONS

A. Objective

To develop the ability to fill out a job application correctly and completely.

B. Approach

To get a job you must get to talk to a prospective employer. However, to get to talk to an employer you are first evaluated on the application you fill out. If the application is not correct and complete, you may never get the chance to talk to an employer.

C. Participant activities

1. Before the workshop, gather application forms from employers in the local area. Distribute the forms to participants. Let each participant fill out a different form if enough types are available.

2. When the sample applications are completed, have the individuals exchange forms and critique each other's application.

3. Summarize the critiques through group discussion.

D. Anticipated questions, concerns, and problems of participants

1. WHAT DOES AN APPLICATION LOOK LIKE?

   a. Pass out Appendix V and local applications that have been gathered.

2. HOW DO YOU FILL OUT THE APPLICATION?

   a. Follow directions; the ability to follow directions is one of the roles of an application.

   b. Fill out all blanks--put zero, none or not applicable (N.A.) where questions don't apply. This practice shows employer you have not carelessly left out information.

   c. Be sure that:

      1. Names are entered correctly--where it says last name, be sure to enter last name, etc.

      2. The correct birth date is used.

      3. No blank areas are left.

      4. Correct dates are listed on occupational experience.

      5. There are no large blanks between jobs. Explain such blank periods if they occur.

6. Apply for a specific job, as laborer, assembler, clerk-typist, etc.; do not write down "just anything."

d. Take your resumé with you to job interviews so you are sure to have complete information.

3. WHAT ADDITIONAL QUESTIONS, PROBLEMS, AND CONCERNS NEED TO BE ANSWERED?

VII. DEVELOPING INTERVIEWING TECHNIQUES

A. Objectives

1. To develop the participant's ability to engage in a successful interview.

2. To develop participant's ability to understand interviewers and the interviewing process.

B. Approach

After completing an application so that it catches the employer's eye, you will be asked to talk to the employer. The impression you establish with the employer will often determine whether or not you get the job.

C. Participant activities

1. Have participants try out or observe a mock interview with an employer and then critique the interview.

2. Play a recording of an interview that is done badly and have the group discuss what was done incorrectly.

3. Play a recording of the same interview that is done correctly and have the group identify what was done to improve the interview.

D. Anticipated questions, concerns, and problems of participants

1. WHAT IS AN INTERVIEW?

   a. Your opportunity to sell yourself; the employer's opportunity to evaluate you as a valuable help to the business. The employer is most interested in how you can help the business and less interested in other aspects of you unless they will interfere with your job performance.

   b. An interview is an oral and visual communication with the employer concerning the job.

   c. The interview includes any opportunity the employer has to form attitudes about YOU.

2. WHEN DO YOU INTERVIEW WITH AN EMPLOYER?

   a. When he may have a job you are looking for.

   b. Anytime you meet the employer and give him an opportunity to form opinions about you, that is an interview.

3. HOW DO YOU PREPARE FOR AN INTERVIEW?

   a. Cut and trim finger nails.

b. Clean and polish shoes.

c. Select proper clothing. Dress a little better (not a lot better) than others do who work at that type of job.

d. Review what the position does and requires, so you know why you are applying.

e. Don't get drunk or even drink moderately the night before, nor drink on the day of the interview.

f. Prepare hair.

g. Take a bath.

h. Get a good night's sleep.

i. Get up in ample time to:

1. Get children squared away (sitter, etc.).

2. Eat a good breakfast and lunch to settle nerves.

3. Relax.

4. WHAT ARE SOME "NO NO'S" IN PERSONAL APPEARANCE FOR JOB INTERVIEW?

a. Heavy makeup.

b. Low-cut dresses, skirts too short, or too tight clothing.

c. Lots of jewelry -- long earrings, etc.

d. Extreme hair styles.

e. Dirty or wrinkled clothes.

5. WHAT TYPES OF THINGS SHOULD YOU CONSIDER BEFORE GOING TO AN INTERVIEW?

a. What kind of job is it?

b. Why do you want the job?

c. How do you qualify?

d. What does the company do? Research the company so you know its product, salary and future potential. You can get this information from friends, relatives, newspaper, or the employment referral agency.

6. WHAT SHOULD YOU DO WHEN ARRIVING AT THE INTERVIEW?

a. Arrive 15 minutes before the appointment time; time for a last cigarette, no smoking during interview.

b. Relax, get yourself together.

c. Go alone -- never take a friend.

d. Use the rest room, comb your hair and straighten up.

e. Be pleasant to receptionists and others while you're waiting.

f. It's okay to accept coffee. Don't ask for it.

7. WHAT DO YOU DO AT AN INTERVIEW?

a. Have pen or pencil with you.

b. Think before answering; answer honestly and directly.

c. Let the employer interview; don't take the lead.

d. Pick up clues from employer's questions or statements to use in letting him/her know you fit the job. Stress your qualifications and interests.

e. Be brief, business-like, positive, and give honest answers.

f. Show attention and enthusiasm, smile occasionally, react to the interviewer, look at him/her, after answering a question on a topic, ask a further question if that is of interest to you.

g. Avoid mentioning domestic or financial problems. DISCUSS MATTERS RELATING TO THE JOB ONLY.

8. HOW DO YOU DISCUSS SALARY DURING AN INTERVIEW?

a. Be realistic in discussing salary. Don't become up-tight.

b. Don't underprice yourself.

c. Don't overprice yourself.

d. Ask about union or prevailing wages.

e. If a definite salary is not established by the employer -- REPLY: I would like to be paid at the going rate for someone of my experience or ability. OR: I would like to have an increase over my previous earnings, which were _____.

9. HOW DO YOU END AN INTERVIEW?

a. Do not prolong the interview with questions when it should be over.

b. Clarify the method of your checking back with employer. Example: "May I phone you Wednesday afternoon at 2 p.m. to learn of your decision?" Definiteness by you is seen as job interest by the employer.

c. Follow-up letters to the employer may help. Be short, sweet, and to the point. This shows sharpness and helps the employer remember you.

10. WHAT OTHER QUESTIONS, PROBLEMS, AND CONCERNS NEED TO BE DISCUSSED?

VIII. SUMMARY

A. Objective

To review with participants the job search processes.

B. Approach

We have looked at the activities necessary for obtaining a job. The components complement one another and must be coordinated effectively if the applicant is to improve his job-getting skills.

C. Participant activities

1. Have the group evaluate the program. Use Appendix VI.
2. Arrange for each participant to check with you on his/her progress in the job search after one week.

D. Anticipated questions, concerns, and problems of participants

1. WHAT WERE THE COMPONENTS OF THE WORKSHOP THAT ONE SHOULD REMEMBER WHEN APPLYING FOR A JOB?
   a. Evaluate yourself, see what you have to sell.
   b. Know where the jobs are.
   c. Clarify what you expect from the job.
   d. Develop a resumé.
   e. Remember how to complete an application.
   f. Become competent at participating in interviews.
   g. Have definite arrangements to learn of the employer's decision.
2. WHAT IS A KEY CONCEPT ONE SHOULD KEEP IN MIND WHEN FACING THE JOB SEARCH PROCESS?
   a. Know "the product" (the applicant).
   b. Know the competition.
   c. Package and present "the product" so employers will hire.
3. WHAT QUESTIONS DO YOU HAVE NOW THAT YOU HAVE PARTICIPATED IN THE JOB READINESS PROGRAM?
   a. Answer questions or arrange to meet with individuals who have unique problems.
4. WHAT IF I STILL DON'T GET A JOB?
   a. Job getting takes time, persistence, optimism, and luck. Keep reviewing the things we studied here, and keep looking, listening, and applying.

Appendix I

PERSONAL INVENTORY

1. What grade did you complete?

___ a. 1 - 8
___ b. 9 - 11
___ c. High school graduate
___ d. Other (specify) _____

2. Have you had any specific skill training? (Specify what skill)

___ a. In vocational school _____
___ b. In junior college _____
___ c. In a business school _____
___ d. In the military services _____
___ e. In on-the-job training _____
___ f. Apprenticeship _____
___ g. Manpower development training (through the Employment Service, Job Corps, etc.) _____
___ h. Other (specify) _____

3. What kinds of work experience do you have? List job titles.

a. Full-time

b. Part-time

c. Volunteer

4. What particular skills do you have that relate to your past employment area?

a. Agricultural employers - list all skills.

b. Manufacturing employers - list all skills.

c. Services (employers who do things for customers) - list all skills.

d. Office occupations - list all skills.

e. Governmental - list all skills.

f. Other - list all skills.

5. What industries use your work skills? Check all that apply.

___ a. Agricultural
___ b. Manufacturing (making things for people)
___ c. Service (doing things for people)
___ d. Office occupations
___ e. Governmental

6. Are you interested in additional skill training?

___ a. Yes - specify what skills
___ b. No
___ c. Not sure

7. What personal physical characteristics might affect your gaining employment?

List:

a.

b.

c.

8. What personality or mental health characteristics might affect your gaining employment?

List:

a.

b.

c.

9. Most applicant job information is conveyed to employers through resumés, applications, and interviews. List your good and bad experiences with these methods of conveying job information. (If you have no experiences, say so.)

Resumés

Good Experiences -

Bad Experiences -

Applications

Good Experiences -

Bad Experiences -

Interviews

Good Experiences -

Bad Experiences -

10. What wage do you want?

11. What psychological rewards (non-monetary) do you expect from a job?

12. What does a job mean to you?

13. What is your job choice (i.e., what job are you looking for)?

14. Where have you been looking for a job recently?

Appendix II

JOB REQUIREMENTS INVENTORY

1. What job are you seeking?

2. How much education do you feel is required for the kind of work you are s

___ a. 1 - 8
___ b. 9 - 11
___ c. High school graduate
___ d. Other (specify) _____

3. What kind of work experience do you feel is necessary for the kind of wor you are seeking?

___ a. Full-time
___ b. Part-time
___ c. Volunteer

4. What are the specific skills required for the kinds of jobs or work activ you want? (choose only one)

a. Agricultural - list skills.

b. Manufacturing - list skills.

c. Services - list skills.

d. Office occupations - list skills.

e. Governmental - list skills.

5. What kinds of special skill training do you feel are required for the ki of work you are seeking? (specify what skills)

___ a. Vocational school _____
___ b. Junior college _____
___ c. Business school _____
___ d. Military service _____
___ e. On-the-job training _____
___ f. Apprenticeship _____
___ g. Manpower development training _____
___ h. Other (specify) _____

6. Do you know where you can get the kind of training you need to help you get a job?

___ a. Yes (specify where) _____
___ b. No
___ c. Uncertain

7. What are the physical demands of the kind of work you are seeking?

List:

8. What are the mental demands of the kind of work you are seeking? (Examples: stability, temperament, etc.)

List:

9. Is preparing a job resumé an important factor in getting the job you want?

___ a. Yes (why?)_____
___ b. No (why?) _____
___ c. Uncertain (why?)_____

10. Is filling out an application form correctly an important factor in getting the job you want?

___ a. Yes (why?)_____
___ b. No (why?) _____
___ c. Uncertain (why?)_____

11. Is participating in an employment interview an important factor in getting the job you want?

___ a. Yes (why?)_____
___ b. No (why?) _____
___ c. Uncertain (why?)_____

Appendix III

SAMPLE RESUMÉ FOR
WORK EXPERIENCE

Tiera Williams
1442 Oscoda
Lovely, Michigan 48895
Phone: 631-4588

I am applying for a position in _____

I. PERSONAL INFORMATION

Name: Tiera Williams
Age: 18
Height: 5' 3"
Color Hair: Dark Brown
Marital Status: Single

Nickname: Tee
Birth Date: 8/25/54
Weight: 110
Color Eyes: Brown
Health: Excellent

II. EDUCATIONAL EXPERIENCES

A. Capital Area Career Center
611 Hagadorn Road
Mason, Michigan 48854

1. Learned about and ran almost every piece of electronic and automatic data processing equipment.

2. Learned computer programming in both Fortran IV and Cobol.

3. Worked many extra hours on special projects, doing a variety of different things (coding, keypunching, sorting, verifying, etc.).

B. Lovely High School
3845 Vanneter Road
Lovely, Michigan 48895

1. Course of study was general (Math, Typing, and Bookkeeping).

III. WORK EXPERIENCE

A. Three weeks on-the-job training with the State Highway Department of Michigan.

1. Learned to run all their equipment (printer, reader, tape drives, plotter, and tape cleaner).

2. Learned about their filing system for tapes, job controls, and for keeping track of what information is on the tapes.

3. Learned the process of writing programs on a terminal.

IV. EQUIPMENT I CAN OPERATE

A. Very well

1. Copier, typewriter, burster, separator, keypunch, verifier, sorter, reproducer, collator, tape cleaner, accounting machine, tape environment, and disc environment.

B. Fairly well

1. Console, terminal.

V. SPECIAL ABILITIES

A. I can program in both Fortran IV and Cobol.

B. I have had one year of Bookkeeping.

VI. SPECIAL HONORS (IF ANY)

A. Received a Certificate of Completion for one year of Data Processing and a letter of recommendation from the Capital Area Career Center.

B. I have a B+ average in Data Processing.

C. Graduated 33 out of a class of 114, with a 3.0 average.

VII. HOBBIES

A. I enjoy all sports; fishing, swimming, snow and water skiing, horseback riding, snowmobiling.

VIII. REFERENCES

A. Miss Bonnie Boo
611 Hagadorn Road
Haslett, Michigan 48854
Phone: 391-4444
Relationship: Teacher

B. Mrs. Ricky Rule
3870 Hickory Lane
Okemos, Michigan 48895
Phone: 489-6666
Relationship: Teacher
Occupation: Teacher

C. Mr. Rutgar Jones
3845 Vanneter Road
Bath, Michigan 48895
Phone: 495-6789
Relationship: Teacher
Occupation: Principal

(Please prepare a resumé similar to this and bring it with you when you have your work experience interview.)

Appendix IV

RESUMÉ OUTLINE

Name
Number and Street
City, State, ZIP
Telephone Number

PERSONAL DATA:

Age
Weight
Height
Marital Status
Residence
Type of Transportation

SKILLS AND ABILITIES:

(It is important to include all skills and abilities related to the job for which you are applying in this area.)

WORK EXPERIENCE:

This section should include all previous employment and explain the following details:

A. Starting and ending dates
B. Reason for leaving
C. All skills used on the job
D. Name, address, and telephone number of immediate superior

These must be complete for each job you have had.

OUTSIDE ACTIVITIES:

These could include clubs, organizations, volunteer work, etc.

HOBBIES AND INTERESTS:

This should explain what you enjoy doing in your spare time.

EDUCATIONAL BACKGROUND:

This should include all education you have had going back as far as high school. Latest school should be placed first. The following information should be included:

A. Name, address, and telephone number of school
B. Years attended
C. Highest grade completed
D. Subjects studied (especially if job-related)

Name
Number and Street
City, State, ZIP
Telephone Number

(It is important to include this information at the top of the second page if there is one. The second page may become lost.)

REFERENCES:

Include here the names, addresses, and telephone numbers of at least four persons who could serve as references for you. Former teachers, former employers, professional people, etc., are a few suggestions. Here is a form that will be easy for a prospective employer to read:

NAME OF REFERENCE Telephone Number
School, Business, etc., that he is from
Number and Street
City, State, ZIP

Any other information that would show qualification for the job is also very helpful.

Appendix V

FOR OFFICE USE ONLY	

FOR OFFICE USE ONLY	
Route To	Comment

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

PERSONAL

Date _____

Name _____ [ ] [ ] [ ]
LAST FIRST MIDDLE INITIAL (MAIDEN) SOCIAL SECURITY NUMBER

Present Address _____
NUMBER STREET CITY ZONE STATE TELEPHONE

How long at present address _____ Citizen of U.S.A. _____

Previous Address _____ How long at previous address _____
NUMBER STREET CITY ZONE STATE

Date of Birth _____ Place of Birth _____ Sex: Male ☐ Female ☐ Height _____ Weight _____
MONTH DAY YEAR FT. IN. POUNDS

Marital Status Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Name of Wife/Husband _____ No. of Children _____ Their Ages ___ ___ ___ ___ ___

If single give parents name _____ Own your home _____ Own Car _____

Husband's/Wife's Occupation _____ Place of Emp. _____

In Emergency
Notify _____
NAME ADDRESS TELEPHONE RELATIONSHIP

Have you any physical defects or limitations _____ If yes describe _____

Do you have a Hernia _____ Have you ever been turned down for Life Ins. _____

Have you had a major illness in last five years _____ If yes describe _____

Have you ever received any form of compensation for injuries or industrial diseases _____

If yes describe _____

Have you ever been arrested _____ If yes describe in full _____

JOB INTEREST

Position(s) applied for: _____ $ _____ per _____
SALARY EXPECTED

Were you previously employed by ABC Corp. _____ If yes, when _____ Location _____

List any friends or relatives working for ABC Corp. _____
NAME RELATIONSHIP

_____
NAME RELATIONSHIP NAME RELATIONSHIP

Are there any other experiences, skills, or qualifications which you feel would especially fit you for employment with ABC Corp.? _____

Availability date for employment _____

APPLICANT NOT REQUIRED TO COMPLETE ANY INFORMATION ON THIS APPLICATION WHICH MAY BE CONTRARY TO STATE OR LOCAL LAW.

TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY	GRADE SCHOOL	HIGH	COLLEGE	GRADUATE
	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4	1 2 3 4

NAME LOCATION	COURSE - DEGREE	YEAR GRADUATED
High School		
College		
Graduate School		

Business or Vocational School _____

Other Training or Skills _____

Hobbies & Interests _____

MILITARY

Branch of U. S. Service _____ Date Entered _____

Date Discharged _____ Final Rank _____ Type Discharge _____

Reserve or National Guard Status _____

EMPLOYMENT HISTORY

PLEASE LIST ALL EMPLOYMENT STARTING WITH PRESENT OR MOST RECENT EMPLOYER. ACCOUNT FOR ALL PERIODS INCLUDING UNEMPLOYMENT & U. S. MILITARY SERVICE - USE ADDITIONAL SHEET IF NECESSARY.

DATES	NAME & ADDRESS (Employer)	JOB TITLE	WAGES	REASON FOR LEAVING
From: Month Year To: Month Year			Starting $ per Final $ per	
From: Month Year To: Month Year			Starting $ per Final $ per	
From: Month Year To: Month Year			Starting $ per Final $ per	
From: Month Year To: Month Year			Starting $ per Final $ per	
From: Month Year To: Month Year			Starting $ per Final $ per	
From: Month Year To: Month Year			Starting $ per Final $ per	

APPLI NOT REQUIRED TO COMPLETE ANY INFORMATION ON THIS APPLICATION WHICH MAY BE CONTRARY TO STATE OR LOCAL LAW

I understand that if I am employed, any false information given in this application shall be sufficient cause for my dismissal.
I certify that all answers given are correct to the best of my knowledge

_____
APPLICANTS SIGNATURE

Appendix VI

EVALUATION OF JOB READINESS WORKSHOP

Evaluate the following areas of the workshop as you feel they will help you in your job search process.

Activity	Excellent	Good	Fair	Of No Value	Comments
1. Orientation to the problem					
2. Self-evaluation					
3. Developing job expectations					
4. Completing resumés					
5. Finding jobs in the area					
6. Completing applications					
7. Developing interviewing techniques					
8. Atmosphere of the program					
9. Overall importance					

10. What part of the workshop did you feel was most valuable?

11. What was the least valuable part of the workshop?

12. Do you have any additional comments?

Appendix VII

TIPS TO TAKE WITH YOU

Ahead of Time

- Know yourself; know what you have to offer.
- Write down the facts about yourself which you will need for the job application.
- Apply for a specific job, not "just anything".
- Learn something about the job and the company before you go to the interview.
- Dress a little better than the clothes you expect to work in. Be neat, clean, and do not drink the day of the interview.

At the Interview

- Be 15 minutes early for the interview.
- Let the interviewer take the lead; talk enough but not too much; don't smoke; look at the interviewer; smile; be your self!
- Arrange definitely when and how you'll be told if you've been hired. Offer to contact the employer.
- Thank the interviewer when you leave.
- Even if you've been turned down, after an interval you may want to try this employer again. Persistency pays!

Appendix VIII

JOB READINESS WORKSHOP FOLLOW-UP SURVEY

Name _____ Telephone _____

Address _____

Date of Workshop _____ Date of Follow-Up _____

QUESTIONS SHOULD BE ASKED IN A CONVERSATION TYPE INTERVIEW.

How many hours did you work for pay last week? (Circle one)

(0) (1-34) (35+)

IF RESPONDENT WORKED, ASK:

What is the job title of that job? _____

IF "0 hours" ASK:

Have you had any jobs for pay since the workshop? _____(Yes) _____(No)

IF YES, ASK:

What type of job? _____

Have you received any services from any agencies to help you get a job?

_____(Yes) _____(No)

What kinds of services? _____

Agency	Services
_____	_____
_____	_____

In your opinion, was the job workshop a help in your getting a job?

IF (YES), how? _____

_____

IF (NO), why not? _____

_____

Other _____

Thanks and good luck!